

**Accountability System Development for 2013 and Beyond
Accountability Technical Advisory Committee (ATAC)**

Technical Description: Performance Index Indicators and Index Construction

Index 1: Student Achievement

Indicator Definition

STAAR Percent Met Phase-in Level II Standard

- ☐ 2013 and beyond
- ☐ Assessment results include all assessments:
 - STAAR Grades 3-8 English and Spanish at phase-in Level II performance standard for assessments administered in the spring
 - EOC at phase-in Level II performance standard for assessments administered in the spring and the previous fall and summer
 - STAAR Grades 3-8 and EOC Modified and Alternate at phase-in Level II performance standard
- ☐ TAKS
 - 2013: Grade 11 results at Met Standard performance standard
 - 2014 and beyond: None
- ☐ English language learner results
 - 2013:
 - Students in U.S. schools Year 1 through Year 3 excluded
 - Students in U.S. schools Year 4 and beyond included at phase-in Level II performance standard
 - Exceptions: asylees/refugees in U.S. schools Year 1 through Year 5 excluded; immigrants entering at Grade 9 or above excluded
 - 2014 and beyond:
 - Students in U.S. schools Year 1 excluded
 - Students in U.S. schools Year 2 through Year 4: English testers included using ELL Progress Measure; Spanish testers included using STAAR growth measure
 - Students in U.S. schools Year 5 and beyond included at phase-in Level II performance standard
 - Exceptions: asylees/refugees in U.S. schools Year 1 through Year 5 excluded; immigrants entering at Grade 9 or above excluded
- ☐ Retest results: Grades 5 and 8, best result from primary administration and first retest; EOC first administration results only.

Index 1 and Index 4 include EOC results from the first administration of each test, which takes place at the time the student completes the course. This is the most equitable comparison across all campuses and districts because all students have had exactly the same testing opportunities. Index 2 and Index 3 give credit for retest results if the student improved their original score.

- ☐ Students below Grade 9 taking EOC courses: Administrative rules for the assessment program will require that students be administered the EOC test rather than the STAAR grade level assessment for the subject
- ☐ Subjects: Reading, Writing, Mathematics, Science, Social Studies
- ☐ Cap on use of modified and alternate assessment results: caps not applied to performance results; limit on use of modified and alternate assessments included in System Safeguards
- ☐ Accountability subset: Grades 3-8 – fall enrollment snapshot date
EOC – for tests administered in spring and fall, fall enrollment snapshot date; for tests administered in summer, prior year fall enrollment snapshot date

Results from the following administrations are included in the campus/district accountability subset:	If the student was enrolled on the campus/district on the following date:
EOC summer administration	Prior year fall enrollment snapshot date
EOC fall administration	Current year fall enrollment snapshot date
EOC spring administration	
Grades 3-8 spring administration	

- ☐ Student groups: All Students only
- ☐ Minimum size criteria: None, special analysis if fewer than 10
- ☐ Methodology: results are summed across tests, grades, and subjects; number meeting the phase-in Level II standard divided by number of assessments

$$\begin{aligned}
 &\text{Number Met phase-in Level II Standard Reading} + \text{Number Met phase-in Level II Standard Writing} + \\
 &\quad \text{Number Met phase-in Level II Standard Mathematics} + \\
 &\text{Number Met phase-in Level II Standard Science} + \text{Number Met phase-in Level II Standard Social Studies} \\
 &\hline
 &\quad \text{Number Reading Tests} + \text{Number Writing Tests} + \\
 &\quad \text{Number Mathematics Tests} + \text{Number Science Tests} + \text{Number Social Studies Tests}
 \end{aligned}$$

Index Construction for Index 1: Student Achievement

Since Index 1 has only one indicator, the Total Index Points and Index Score are the same: Index Score = Total Index Points. Total Index Points is the percentage of assessments that met the phase-in Level II Standard. Following are examples for campuses that test in a different number of subjects because of their grade configurations. Each percent of students meeting the phase-in Level II performance standard contributes one point to the index. Index scores range from 0 to 100 for all campuses and districts.

Example for districts and campuses that test in five subjects: Gr. K-12, Gr. 9-12, Gr. 6-8

	R	M	W	S	SS	Total	% Met Phase-in Level II	Index Points					
Students Met Phase- in Level II	50	+	38	+	19	+	10	+	19	=	136	45%	45
Students Tested	100	+	100	+	42	+	40	+	23	=	305		
Index Score													45

Example for campuses that test in four subjects: Gr. K-5

	R	M	W	S	SS	Total	% Met Phase-in Level II	Index Points					
Students Met Phase- in Level II	50	+	38	+	19	+	10	+	0	=	117	41%	41
Students Tested	100	+	100	+	42	+	40	+	0	=	282		
Index Score													41

Example for campuses that test in three subjects: Gr. K-4

	R	M	W	S	SS	Total	% Met Phase-in Level II	Index Points					
Students Met Phase- in Level II	50	+	38	+	19	+	0	+	0	=	107	44%	44
Students Tested	100	+	100	+	42	+	0	+	0	=	242		
Index Score													44

Index 2: Student Progress**Indicator Definitions****STAAR Weighted Growth**

- ☐ 2013 and beyond
- ☐ Growth Standard: Students are assigned to one of three growth categories based on change in scale score in relation to growth expectations: Did Not Meet, Met, and Exceeded

- ☐ Subjects: Reading and Mathematics
Writing for all available grades added in 2014 and beyond
- ☐ Accountability subset: Same as Index 1, with rules applied to current year results
Grades 4-8 – fall enrollment snapshot date
EOC – for tests administered in spring and fall, fall enrollment snapshot date; for tests administered in summer, prior year fall enrollment snapshot date
- ☐ Student groups: All Students, ELL student group, special education student group, and seven race/ethnicity student groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races
- ☐ Minimum size criteria:
All Students – 2013: ≥ 10
2014 and beyond: none, special analysis if fewer than 10;
Race/ethnicity, English language learner and special education student groups ≥ 25
- ☐ English language learner results
 - 2013:
Students in U.S. schools Year 1 through Year 3 excluded
Students in U.S. schools Year 4 and beyond included using STAAR growth measure
Exception: asylees/refugees in U.S. schools Year 1 through Year 5 excluded
 - 2014 and beyond:
Students in U.S. schools Year 1 excluded
Students in U.S. schools Year 2 through Year 4: English testers included using ELL Progress Measure; Spanish testers included using STAAR growth measure
Students in U.S. schools Year 5 and beyond included using STAAR growth measure
Exception: asylees/refugees in U.S. schools Year 1 through Year 5 excluded
- ☐ Methodology: percent of students at the specified student growth level on the assessment is multiplied by the weight for that growth level,
 - Met – one point for each percent of students at the Met growth expectations level
 - Exceeded – two points for each percent of students at the Exceeded growth expectations level

Index Construction for Index 2: Student Progress

Index Construction for Index 2 is a two step process because districts and campuses will vary in the number of indicators that contribute points to the index. Because the indicator is weighted to give two points for student growth, each indicator contributes from 0 to 200 points to the index for All Students and for each student group that meets minimum size criteria. The maximum number of points depends on size and student demographics, and campus type. The final index score is total points divided by maximum points and ranges from 0 to 100 for all campuses and districts.

Table 1: Example calculations to determine index points for reading growth shown in Table 2

STAAR Weighted Growth Rate for Reading	All	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More	ELL	Special Ed.	Total Points	Max. Points
Number of Tests	100	50		40					30			
Did Not Meet Expectation Number	20	10		0					10			
Met Expectation Number Percent	60 60%	20 40%		10 25%					15 50%			
Exceeded Expectation Number Percent	20 20%	20 40%		30 75%					5 17%			
Weighted Results: Met (one point credit)	60 (60%x1)	40 (40%x1)		25 (25%x1)					50 (50%x1)			
Exceeded (two point credit)	40 (20%x2)	80 (40%x2)		150 (75%x2)					34 (17%x2)			
Reading Weighted Growth Rate	100	120		175					84		479	800

Table 2: Example calculation to determine overall points for index

Indicator	All	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More	ELL	Special Ed.	Total Points	Max. Points
STAAR Reading Weighted Growth Rate	100	120		175					84		479	800
STAAR Mathematics Weighted Growth Rate	85	98		150					160		493	800
2014 and beyond: STAAR Writing Weighted Growth Rate	140	170									310	400
Total											1282	2000
Index Score (total points divided by maximum points)											64	

Note: Blank cells in the example above represent student group indicators that do not meet the minimum size criteria.

Index 3: Closing Performance Gaps

Indicator Definition

STAAR Weighted Performance

- ☐ 2013 and beyond. The STAAR weighted performance rate calculation must be modified for 2013 because STAAR Level III performance cannot be included in the indicator until 2014. See Methodology description below.
- ☐ Assessment results include all assessments:
 - STAAR Grades 3-8 English and Spanish at phase-in Level II and final Level III performance standards for assessments administered in the spring

EOC at phase-in Level II and final Level III performance standards for assessments administered in the spring and the previous fall and summer

STAAR Grades 3-8 and EOC Modified and Alternate at phase-in Level II and final Level III performance standards

- ☐ Retest results: Grades 5 and 8, best result from primary administration and first retest; EOC retest results included
- ☐ TAKS
 - 2013: Grade 11 results at Met Standard performance standard
 - 2014 and beyond: None
- ☐ English language learner results
 - 2013: excluded
 - 2014 and beyond:
 - Students in U.S. schools Year 1 excluded
 - Students in U.S. schools Year 2 through Year 4: English testers included using ELL Progress Measure for Level II standard and final Level III performance standard; Spanish testers included using STAAR growth measure
 - Students in U.S. schools Year 5 and beyond included at phase-in Level II and final Level III performance standards
 - Exception: asylees/refugees in U.S. schools Year 1 through Year 5 excluded
- ☐ Subjects: Reading, Writing, Mathematics, Science, Social Studies
- ☐ Cap on use of modified and alternate assessment results: caps not applied to performance results; limit on use of modified and alternate assessments included in System Safeguards
- ☐ Accountability subset: Same as Index 1
 - Grades 3-8 – fall enrollment snapshot date
 - EOC – for tests administered in spring and fall, fall enrollment snapshot date; for tests administered in summer, prior year fall enrollment snapshot date
- ☐ Student groups:
 - Socioeconomic: Economically Disadvantaged
 - Lowest Performing Race/Ethnicity: The two lowest performing race/ethnicity student groups on the campus or district based on prior year assessment results.

- If the campus or district has three or more race/ethnicity student groups that meet minimum size criteria, performance of the two lowest performing race/ethnicity groups is included in the index.
 - If the campus or district has two race/ethnicity student groups that meet minimum size criteria, performance of the lowest performing race/ethnicity group is included in the index.
 - If the campus or district has only one race/ethnicity student group that meets the minimum size criteria, the race/ethnicity group is not included in the index.
 - Lowest performing groups are determined by comparing performance of race/ethnicity groups on the Index 1 student achievement indicator of the prior year. (Race/ethnicity groups are not included in Index 1 but the disaggregated student group rates will be calculated for reporting. Index 1 combines performance across subjects so the groups identified as lowest performing will be the same for all subjects in Index 3.)
- Minimum size criteria: Economically disadvantaged – none, special analysis if fewer than 10; race/ethnicity student groups ≥ 25
 - Methodology: percent of students at the specified student performance level on the assessment is multiplied by the weight for that performance level,
 - Phase-in Level II – 2013 and beyond – one point for each percent of students at the phase-in Level II performance standard and above (includes students at Level III Advanced)
 - Level III Advanced – 2014 and beyond – one additional point for each percent of students at the final Level III performance standard.

Index Construction for Index 3: Closing Performance Gaps

Index Construction for Index 3 is a two step process because districts and campuses will vary in the number of indicators that contribute points to the index. Because the indicator is weighted to give two points for final Level III performance, each indicator contributes from 0 to 200 points to the index for each student group that meets minimum size criteria. The maximum number of points depends on size and student demographics. The final index score is total points divided by maximum points and ranges from 0 to 100 for all districts and campuses.

Table 1a: Example calculations to determine index points for reading performance shown in Table 2

STAAR Weighted Performance Rate for Reading (2014 and beyond)	Economically Disadvantaged	Lowest Performing Race/Ethnic Group - 1	Lowest Performing Race/Ethnic Group - 2	Total Points	Maximum Points
Number of Tests	80	40	20		
Performance Results: Level I Number	0	20	0		
Phase-in Level II Number Percent	40 50%	20 50%	0 0%		
Level III Advanced Number Percent	40 50%	0 0%	20 100%		
Weighted Results: Phase-in Level II (one point credit)	50 (50% x 1)	50 (50% x 1)	0 (0% x 1)		
Level III Advanced (two point credit)	100 (50% x 2)	0 (0% x 2)	200 (100% x 2)		
Reading Weighted Performance Rate	150	50	200	400	600

Table 1b: Example of the alternative calculation to determine index points for reading growth shown in Table 2

STAAR Weighted Performance Rate for Reading	Economically Disadvantaged	Lowest Performing Race/Ethnic Group - 1	Lowest Performing Race/Ethnic Group - 2	Total Points	Maximum Points
Number of Tests	80	40	20		
Performance Results: Phase-in Level II and above Number Percent	80 100%	20 50%	100 100%		
2014 and beyond: Level III Advanced Number Percent	40 50%	0 0%	20 100%		
Reading Weighted Performance Rate	150	50	200	400	600

Table 2: Example calculations to determine overall points for Index 3

STAAR Weighted Performance Rate	Economically Disadvantaged	Lowest Performing Race/Ethnic Group - 1	Lowest Performing Race/Ethnic Group - 2	Total Points	Maximum Points
Reading Weighted Performance Rate	150	50	200	400	600
Mathematics Weighted Performance Rate	125	100	90	315	600
Writing Weighted Performance Rate	80	90	125	295	600
Science Weighted Performance Rate	120	40	90	250	600
Social Studies Weighted Performance Rate	50	40	80	170	600
Total				1430	3000
Index Score (total points divided by maximum points)				48	

Rationale:

Closing Performance Gaps: Index 3 sets performance expectations of the lower performing student groups, in this case economically disadvantaged students and the lowest performing race/ethnicity student groups, at the STAAR Level III advanced performance standard, an absolute performance

target that is tied to the statutory and accountability goal that Texas will be among the top ten states in postsecondary readiness by 2020 with no significant achievement gaps by race, ethnicity, or socioeconomic status.

Most campuses and districts meet minimum size criteria for economically disadvantaged student group. Many campuses will also meet minimum size criteria for at least two race/ethnicity student groups.

Weighted Credit: Giving Level III test results twice the weight of phase-in Level II test results in the indicator emphasizes the statutory goal of closing performance gaps by 2020 while acknowledging the greater challenge of achieving the Level III advanced performance standard. The higher weight for final Level III test results will be implemented in 2014.

Student Groups: Performance of economically disadvantaged student group and the two lowest performing race/ethnicity student groups both contribute points to Index 3. Although there is overlap between the economically disadvantaged student group and race/ethnicity student groups, there are race/ethnicity student group performance gaps that exist independent of current socioeconomic status. Also, including both economically disadvantaged student group and low-performing race/ethnicity student groups in Index 3 addresses one of the weaknesses the performance index framework – the possibility of low performance of one student group being masked by higher performance of other student groups. The inclusion of student groups that may consist of the same students illustrates that the primary purpose of Index 3 is to reward schools that focus their instructional resources on these student populations. Further, the proposed construction of Index 3 will reduce the need for external safeguards to protect student group performance.

Index 4: Postsecondary Readiness

Indicator Definitions

STAAR Percent Met Final Level II on One or More Tests

- ☐ 2014 and beyond (final Level II performance is not included in accountability in 2013)
- ☐ Assessment results include all assessments:
 - STAAR Grades 3-8 English and Spanish at final Level II performance standard for assessments administered in the spring
 - EOC at final Level II performance standard for assessments administered in the spring and the previous fall and summer
 - STAAR Grades 3-8 and EOC Modified and Alternate at final Level II performance standard
- ☐ Retest results: Grades 5 and 8, best result from primary administration and first retest EOC first administration results only
- ☐ English language learner results
 - Students in U.S. schools Year 1 through Year 4 excluded
 - Students in U.S. schools Year 5 and beyond included at final Level II performance standard
 - Exceptions: asylees/refugees excluded; immigrants entering at Grade 9 or above excluded

- ☐ Students below Grade 9 taking EOC courses: Administrative rules for the assessment program will require that students be administered the EOC test rather than the STAAR grade level assessment for the subject
- ☐ Subjects: Reading, Writing, Mathematics, Science, Social Studies
- ☐ Cap on use of modified and alternate assessment results: caps not applied to performance results; limit on use of modified and alternate assessments included in System Safeguards
- ☐ Accountability subset: Same as Index 1
 Grades 3-8 – fall enrollment snapshot date
 EOC – for tests administered in spring and fall, fall enrollment snapshot date; for tests administered in summer, prior year fall enrollment snapshot date
- ☐ Student groups: All Students and seven race/ethnicity student groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races
- ☐ Minimum size criteria: All Students – none, special analysis if fewer than 10
 Student groups ≥ 25
- ☐ Methodology: results are collapsed across tests, grades, and subjects; number of students meeting the final Level II standard on one or more tests divided by number of students tested

Number of Students Met final Level II Standard on One or More Tests

Number of Students with One or More Tests

Grade 9-12 Graduation Rate:

- ☐ 2013 and beyond
- ☐ Definition: state definition with statutorily required exclusions beginning with the class of 2011 (with the change fully phased in for the class of 2014).
- ☐ Campuses/districts with four-year graduation rate indicators: Four-year graduation rates are calculated for campuses and districts with students in Grade 9 and either Grade 11 or 12 in both year 1 and year 5, or with Grade 12 in both year 1 and year 5.
- ☐ Campuses/districts with five-year graduation rate indicators: Five-year graduation rates follow the same cohort of students for one additional year; therefore, most campuses and districts that have a four-year graduation rate in one year will have a five-year graduation rate for that cohort in the following year. The five year graduation rate lags behind the four-year graduation rate by one year.
- ☐ Student groups: All Students, ELL student group, special education student group, and seven race/ethnicity student groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races

 ELL student group is defined as students who were ever identified as limited English proficient since entering Grade 9 in the Texas public school system.

- Minimum size criteria: All Students – none, special analysis if fewer than 10 students, student groups ≥ 25 , applied to number of students in the graduating class (graduates, continuing students, GED recipients, and dropouts)
- Methodology: The four-year graduation rate follows a cohort of first-time ninth-graders through their expected graduation three years later. (The five-year graduation rate follows the same cohort of students for one additional year.) Students who later enter the Texas public school system after Grade 9 in the grade level expected for the cohort are added. Students who transfer out of the Texas public school system over the four or five years for non-dropout reasons are removed from the cohort. Only students who receive a regular high school diploma from a Texas public school count as graduates. Students, including those served in special education, are awarded diplomas following satisfactory completion of all curriculum, credit, and assessment requirements. The graduation rate calculation is below.

$$\frac{\text{graduates}}{\text{graduates} + \text{continuers} + \text{GED recipients} + \text{dropouts}}$$

Grade 9-12 Annual Dropout Rate

- 2013 and beyond
- Definition: The state dropout definition used for graduation rate is also used for annual dropout rate.
- Campuses/districts with annual dropout rate indicators: An annual dropout rate is calculated for campuses and districts with students in Grade 9, 10, 11, or 12.
- Student groups: All Students, ELL student group, special education student group, and seven race/ethnicity student groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races

ELL student group is defined as students who were ever identified as limited English proficient since entering Grade 9 in the Texas public school system.
- Minimum size criteria: All Students – none, special analysis if fewer than 10 students; student groups ≥ 25 , applied to number of students enrolled during the school year in Grades 9-12
- Methodology: The annual dropout rate is calculated by dividing the number of students in Grades 9-12 designated as dropouts by the number of students enrolled in Grades 9-12 at any time during the school year.

$$\frac{\text{number of students who dropped out during the school year}}{\text{number of students enrolled during the school year}}$$

- Conversion: The annual dropout rate is a measure of negative performance, that is, the rate increases as performance declines. In order to include the annual dropout rate in the index, the rates must be converted to a positive measure. The following calculation will be used to convert the annual dropout rate to a positive measure with a scale of 0 to 100.

$$100 - (\text{Gr. 9-12 Annual Dropout Rate} \times 10), \text{ with a floor of zero}$$

- Use in index: If a district or campus has students enrolled in Grade 9, 10, 11, or 12 but does not have a four-year graduation rate, the Grade 9-12 annual dropout rate will be used for Index 4. These campuses and charters have grade configurations that do not meet the criteria to have a graduation rate, such as Grade 9 campuses and Grade 9-10 campuses. The annual dropout rate is also used for new campuses until they have enough years of data to calculate a longitudinal graduation rate.

Recommended High School Program/Advanced High School Program

- 2013 and beyond
- Methodology: The RHSP/AHSP graduates is the percent of graduates in the four-year graduation rate who were reported as having satisfied the course requirements and EOC cumulative score requirements for the Recommended High School Program or Advanced High School Program. [The RHSP/AHSP rate based on the STAAR assessment program will be calculated for the class of 2015 (2016 accountability ratings). Before 2015 the rate is based on graduation under the TAKS assessment program.]

$$\frac{\text{number of graduates with graduation codes for RHSP or AHSP}}{\text{number of graduates}}$$

- ☐ Campuses/districts with RHSP/AHSP indicators: The RHSP/AHSP indicators are calculated for campuses and districts for which a graduation rate is calculated.
- ☐ Student groups: All Students and seven race/ethnicity student groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races
- ☐ Minimum size criteria:
 - All Students – 2013: ≥ 10
2014 and beyond: none, special analysis if fewer than 10 students
 - Student groups ≥ 25 , applied to number of graduates in the four-year graduation rate

Grade 9-12 Graduation and GED Rate for Alternative Education Campuses

- 2013 and beyond
- Definition: state definition with statutorily required exclusions beginning with the class of 2011 (with the change fully phased in for the class of 2014).
- Campuses/districts with four-year graduation and GED rate indicators: Four-year graduation and GED rates are calculated for alternative education campuses and districts with students in Grade 9 and either Grade 11 or 12 in both year 1 and year 5, or with Grade 12 in both year 1 and year 5.
- Campuses/districts with five-year graduation and GED rate indicators: Five-year graduation and GED rates follow the same cohort of students for one additional year; therefore, most alternative education campuses and districts that have a four-year graduation and GED rate in one year will have a five-year graduation and GED rate for that cohort in the following year. The five year graduation and GED rate lags behind the four-year graduation and GED rate by one year.

- Campuses/districts with six-year graduation and GED rate indicators: Six-year graduation and GED rates continue to follow the same cohort of students for one additional year; therefore, most alternative education campuses and districts that have a five-year graduation and GED rates in one year will have a six-year graduation and GED rate for that cohort in the following year. The six year graduation and GED rate lags behind the four-year graduation and GED rate by two years.

- Student groups: All Students, ELL student group, special education student group, and seven race/ethnicity student groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races

ELL student group is defined as students who were ever identified as limited English proficient since entering Grade 9 in the Texas public school system.

- Minimum size criteria: All Students – none, special analysis if fewer than 10 students, student groups ≥ 25 , applied to number of students in the graduating class (graduates, continuing students, GED recipients, and dropouts)
- Methodology: The four-year graduation and GED rate follows a cohort of first-time ninth-graders through their expected graduation three years later. (The five-year graduation and GED rate follows the same cohort of students for one additional year and the six-year graduation and GED rate follows the same cohort of students for two additional years.) Students who later enter the Texas public school system after Grade 9 in the grade level expected for the cohort are added. Students who transfer out of the Texas public school system over the four or five years for non-dropout reasons are removed from the cohort. Only students who receive a regular high school diploma from a Texas public school or a general educational development (GED) certificate count as graduate and GED recipients. Students, including those served in special education, are awarded diplomas following satisfactory completion of all curriculum, credit, and assessment requirements. GED testing centers submit records to TEA of students who receive GED certificates in Texas. TEA searches the records each year to identify students who received GEDs prior to August 31. The graduation and GED rate calculation is below.

$$\frac{\text{Graduates} + \text{GED recipients}}{\text{graduates} + \text{continuers} + \text{GED recipients} + \text{dropouts}}$$

21st Century Workforce Development Program

As required by statute, the criteria for new 21st Century Workforce Development Program distinction designations will be developed by an advisory committee of experts, educators, and community leaders appointed by the governor, lieutenant governor, and speaker of the house. The 21st Century Workforce Development Program committee will convene through 2013 to develop distinction designations that can be awarded as early as 2014. As distinction designations indicators for 21st Century Workforce Development Programs are developed, APAC and ATAC will examine whether some CTE measures can be incorporated into the performance index accountability system for 2015 and beyond.

Index Construction for Index 4:

Index Construction for Index 4 is a two step process because campuses will vary in the number of separate indicators that contribute points to the index. Each indicator contributes from 0 to 100 points to the index for All Students and for each student group that meets minimum size criteria. The maximum number of points depends on size and student demographics, and for campuses on the campus type. The final index score is total points divided by maximum points. The examples below represent 2014 when all of the recommended indicators are included in the index.

For high schools with a graduation rate the index produces two separate scores, a graduation score and a STAAR score; the final index score is an average of the two scores. Consequently, for most high schools and districts, STAAR final Level II performance and graduation rates weigh equally in the index.

Graduation Score: combined performance across the graduation rates and RHSP/AHSP diploma indicator

- Grade 9-12 Four-Year Graduation Rate for All Students and all student groups OR Grade 9-12 Five-Year Graduation Rate for All Students and all student groups, whichever contributes the higher number of points to the index
 - one of the two rates is used, not a mix of Four-Year Graduation Rate for one student group and Five-Year Graduation Rate for another student group
- RHSP/AHSP Graduates for All Students and race/ethnicity student groups

STAAR Score: STAAR Percent Met final Level II on One or More Tests for All Students and race/ethnicity student groups (2014 and beyond)

For high schools that do not have a graduation rate, the annual dropout rate and STAAR final Level II performance both contribute points to the index. For elementary and middle schools, only STAAR final Level II performance contributes points to the index.

Example for districts and campuses with a graduation rate

Indicator	All	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More	ELL	Special Ed.	Total Points	Max. Points
4-year graduation rate	84.3%	78.8%			78.8%		91.6%	86.0%	44.2%	69.8%	533.5	700
5-year graduation rate	85.1%	78.8%			80.0%		92.1%	84.0%	48.9%	77.5%	546.4	700
RHSP/AHSP	82.7%	76.4%			83.6%		83.0%				325.7	400
Graduation Total											872.1	1100
Graduation Score (graduation total points divided by maximum points)											79	
2014 and beyond: STAAR % Met Final Level II on One or More Tests	29%	16%		40%	23%		38%	36%			182	600
STAAR Score (STAAR total points divided by maximum points)											30	
Index Score (average of Graduation Score and STAAR Score: $79 + 30 / 2 = 55$)											55	

Example for districts and campuses with Gr. 9-12 but no graduation rate

Indicator	All	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More	ELL	Special Ed.	Total Points	Max. Points
Grade 9-12 Annual Dropout Rate	76 (2.4%)	61 (3.9%)			69 (3.1%)		89 (1.1%)	87 (1.3%)	53 (4.7%)	68 (3.2%)	503	700
Graduation Score (dropout rate total points divided by maximum points)											72	
2014 and beyond: STAAR % Met Final Level II on One or More Tests	29%	16%		40%	23%		38%	36%			182	600
STAAR Score (STAAR total points divided by maximum points)											30	
Index Score (average of Graduation Score and STAAR Score: $72 + 30 / 2 = 51$)											51	

Example for elementary and middle/junior high schools

Indicator	All	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More	Total Points	Max. Points
2014 and beyond: STAAR % Met Final Level II on One or More Tests	29%	16%		40%	23%		38%	36%	182	600
Index Score (total points divided by maximum points)									30	

Example for alternative education districts and campuses with a graduation and GED rate

Indicator	All	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More	ELL	Special Ed.	Total Points	Max. Points
4-year graduation and GED rate	64.3%	58.8%			58.8%		71.6%	66.0%	34.2%	59.8%	413.5	700
5-year graduation and GED rate	65.1%	58.8%			60.0%		72.1%	64.0%	48.9%	57.5%	426.4	700
6-year graduation and GED rate	62.7%	56.4%			63.6%		63.0%	63.2%	52.1%	58.0%	419.0	700
Graduation and GED Score (graduation and GED total points divided by maximum points)											61	
2014 and beyond: STAAR % Met Final Level II on One or More Tests	29%	16%		40%	23%		38%	36%			182	600
STAAR Score (STAAR total points divided by maximum points)											30	
Combined Score (Graduation and GED x .75 plus STAAR x .25) (61 x .75 = 45.75) + (30 x .25 = 7.5) = 53.25											53	
RHSP/AHSP Bonus Points	2.7%										3	
Index Score (Combined Score plus RHSP/AHSP Bonus Points)											56	

Note: Blank cells in the examples above represent student group indicators that do not meet the minimum size criteria.

Index Evaluation

The proposed structure for evaluation of performance across the four indexes affords multiple views of campus and district performance. This structure is based on the assumption that the four indexes will each have a score of 0 to 100 representing campus/district performance points as a percent of the maximum possible points for that campus/district. Performance targets will be set for each index. Performance across the four indexes will be used to assign accountability rating labels, but failure to meet one target does not necessarily result in an unacceptable accountability rating.

Rating Labels. To meet state statutory requirements, the accountability system must identify unacceptable campuses and districts (the actual labels are not in statute).

- **Acceptable/Unacceptable District and Campus Ratings.** Districts and campuses will be assigned the following rating labels based on the performance index accountability system.
 - *Met Standard* – met performance index targets and other accountability rating criteria
 - *Improvement Required* – did not meet one or more performance index targets or other accountability rating criteria

2013 Transition Year Accountability Ratings Criteria and Targets. The 2013 ratings criteria and targets will stand alone because the performance index framework cannot be fully implemented in 2013. Recommended accountability ratings criteria and targets for 2013 will be finalized following the March meeting of the Accountability Policy Advisory Committee.

Plan for Accountability Ratings Criteria and Targets for 2014 and Beyond.

The ATAC and Accountability Policy Advisory Committee (APAC) will reconvene in fall 2013 to finalize recommendations for accountability ratings criteria for 2014 and beyond and targets for 2014 through 2016.

June 2013 – STAAR results from 2012-2013 testing released.

July/August 2013 – STAAR growth measures for Reading, Mathematics, and Writing finalized and English language learner development measure finalized.

September 2013 – models of 2014 accountability performance indexes developed.

October 2013 – ATAC and APAC convenes to develop recommendations to commissioner for accountability ratings criteria for 2014 and beyond and targets for 2014, 2015, and 2016 accountability ratings.

November 2013 – commissioner announces accountability ratings criteria for 2014 and beyond and final 2014 targets, preliminary 2015 targets, and preview 2016 targets.

The 2013 STAAR results will be used as the baseline for establishing accountability performance targets for 2014 and beyond. The 2013 assessment results will include two cohorts of high school students (class of 2015 and class of 2016) on STAAR EOC graduation plans. The 2012 assessment results will not be used to establish a starting point because in 2012 only one cohort of high school students (class of 2015) is assessed on STAAR EOC.

Baseline Data
for Targets

	2012	2013	2014
Grade 9	Class of 2015 STAAR EOC	Class of 2016 STAAR EOC	Class of 2017 STAAR EOC
Grade 10	Class of 2014 TAKS	Class of 2015 STAAR EOC	Class of 2016 STAAR EOC
Grade 11	Class of 2013 TAKS	Class of 2014 TAKS	Class of 2015 STAAR EOC

In addition, the 2013 assessment results will be used to finalize STAAR growth measures for Reading, Mathematics, and Writing. Consequently, the 2013 assessment results will serve as a baseline for all four indexes.

System Safeguards

With a performance index framework, poor performance in one subject or one student group does not result in an Improvement Required accountability rating. However, disaggregated performance will be reported and districts and campuses are responsible for addressing performance for each subject and

each student group. Formalizing this requirement is proposed to meet federal accountability requirements not met in the performance index framework. The safeguards also remove all need to apply floors to the disaggregated performance results as part of the accountability ratings criteria.

The disaggregated performance results will serve as the basis of safeguards for the accountability rating system to ensure that poor performance in one area or one student group is not masked in the performance index. The intent of the safeguards system is to also meet additional federal accountability requirements that are not met in the performance index.

The following template shows the disaggregated performance measures and safeguard targets. Performance rates are calculated from the assessment results used to calculate performance rates in the performance index. A single target will be used for the disaggregated performance rates that correspond to the 2013 target for student achievement in the performance index. Participation rates, graduation rates, and caps on use of STAAR Alternate and STAAR Modified are calculated to meet federal requirements. Federal targets have been set for participation rates, graduation rates, and caps.

Accountability System Safeguard Measures and Targets											
	All	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More	Econ. Disadv.	ELL	Special Educ.
Performance Rates											
Reading	*	*	*	*	*	*	*	*	*	*	*
Mathematics	*	*	*	*	*	*	*	*	*	*	*
Writing	*	*	*	*	*	*	*	*	*	*	*
Science	*	*	*	*	*	*	*	*	*	*	*
Soc. Studies	*	*	*	*	*	*	*	*	*	*	*
Participation Rates											
Reading	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Mathematics	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Federal Grad. Rates #											
4-year	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%	78%
5-year	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%	83%
District Limits on Use of Alternative Assessment Results											
Reading											
Modified	2%	Not Applicable									
Alternate	1%	Not Applicable									
Mathematics											
Modified	2%	Not Applicable									
Alternate	1%	Not Applicable									

* Targets for 2013 will be set by the commissioner in March 2013. The system safeguard performance rates and target will correspond to the performance rates and target for student achievement in the performance index.

Federal graduation rate targets include an improvement target.

Results will be reported for any cell that meets accountability minimum size criteria. Failure to meet the safeguard target for any reported cell must be addressed in the campus or district improvement plan. If the campus or district is already identified for assistance or intervention in the Texas Accountability

Intervention System (TAIS) based on the current year state accountability rating or prior year state or federal accountability designations, performance on the safeguard indicators will be incorporated into that improvement effort. The TAIS determines the level of intervention and support the campus or district receives based on performance history as well as current year state accountability rating and performance on the safeguard performance measures.

Other Features of the Accountability System

Three-Year Average

- Three-year-average performance will be used at the indicator level to calculate indicators for small districts and campuses that do not meet minimum size criteria using current year data. In 2013, two-year-average will be calculated for assessment indicators because only two years of STAAR results are available. Prior year indicators will not be recalculated unless the calculation changes. No minimum size criteria will be applied to the multi-year average. The calculation based on the multi-year average will be used in the performance index. The following table shows the indicators for which multi-year average will be applied.

Use of Three-Year-Average for Small Numbers Analysis

	2013 Ratings	2014 Ratings and Beyond
Index 1: STAAR Percent Met Phase-in Level II Performance Standard All Students	2-year average	3-year average
Index 2: Weighted Growth Rate All Students	New*	2-year average
Index 3: Reading Weighted Performance Rate Economically Disadvantaged Student Group (2012 and 2013 indicators recalculated for 3-year-average in 2014 and 2015)	2-year average	3-year average
Mathematics Weighted Performance Rate Economically Disadvantaged Student Group (2012 and 2013 indicators recalculated for 3-year-average in 2014 and 2015)	2-year average	3-year average
Writing Weighted Performance Rate Economically Disadvantaged Student Group (2012 and 2013 indicators recalculated for 3-year-average in 2014 and 2015)	2-year average	3-year average
Science Weighted Performance Rate Economically Disadvantaged Student Group (2012 and 2013 indicators recalculated for 3-year-average in 2014 and 2015)	2-year average	3-year average
Social Studies Weighted Performance Rate Economically Disadvantaged Student Group (2012 and 2013 indicators recalculated for 3-year-average in 2014 and 2015)	2-year average	3-year average
Index 4: STAAR Percent Met Final Level II Performance Standard on One or More Tests All Students	NA in 2013	3-year average
Four-Year Graduation Rate All Students	3-year average	3-year average
Five-Year Graduation Rate All Students	3-year average	3-year average
Four-Year Graduation and GED Rate All Students	3-year average	3-year average
Five-Year Graduation and GED Rate All Students	3-year average	3-year average
Six-Year Graduation and GED Rate All Students	3-year average	3-year average
RHSP/AHSP Rate All Students	New*	2-year average
Annual Dropout Rate All Students	3-year average	3-year average

- * Weighted Growth Rate is a new calculation with no prior year data; RHSP/AHSP Rate is a new longitudinal calculation for the class of 2012 (2013 ratings).

- Use of three-year-average performance at the index level for campuses and districts that do not meet the accountability target based on current year data will be considered for 2015 and beyond.

Required Improvement

Beginning in 2014, the Level III Advanced performance standard will be used to evaluate Index 3 and the final Level II performance standard will be used to evaluate Index 4. A separate required improvement calculation at the index level for campuses and districts that do not meet the accountability target for the index will be considered for 2015 and beyond when the underlying indicators can be more appropriately used for year-to-year comparisons.

Relationship Between Accountability Ratings and Distinction Designations

- *Recognized and Exemplary Ratings.* The district and campus recognized and exemplary distinction designations will be implemented as part of a comprehensive distinction designation system that also includes up to ten additional campus distinction designations shown on the following table.

Accountability Rating: Districts and Campuses	Distinctions
Met Standard	<p>Districts: Exemplary Distinction (2014) Recognized Distinction (2014)</p> <p>Campuses: Exemplary Distinction (2014) Recognized Distinction (2014) Top 25%: Closing Achievement Gaps (2014) Top 25%: Student Progress (2013) Academic Achievement: Reading/ELA (2013) Academic Achievement: Mathematics (2013) 21st Century Workforce Development (2014) Academic Achievement: Science (2014) Academic Achievement: Social Studies (2014) Fine Arts (TBD) Physical Education (TBD) Second Language Acquisition (TBD)</p>
Improvement Required	N/A

Distinction Designations

- Districts and campuses that receive an accountability rating of *Improvement Required* are not eligible for distinction designations. Other eligibility requirements may be recommended when the distinction designation criteria are finalized.
- Campus distinction designations will be based on campus performance in relation to a comparison group of campuses. Changes to the former campus comparison group methodology are recommended.
 - Criteria used for grouping campuses are campus type, campus size, percent economically disadvantaged students, mobility rates (based on cumulative attendance), and percent of students with limited English proficiency.
 - Comparison groups are based on enrollment data rather than assessment data and are published on the TEA website in early spring.
 - To the extent possible, campus comparison groups are more consistent across indicators, indexes, and distinction designations.
- Campus top twenty-five percent distinction designations will be based on performance on Index 2 and Index 3 in relation to campuses in the comparison group.
 - Top 25% Student Progress. Based on performance on Index 2: Student Progress. Campuses that are in the top quartile of their campus comparison group in performance on Index 2.
 - Top 25% Closing Achievement Gaps. Based on performance on Index 3: Closing Performance Gaps. Campuses that are in the top quartile of their campus comparison group in performance on Index 3.
- Campus and district exemplary and recognized distinction designations will be based on performance on Index 4: Postsecondary Readiness.
 - Labels will be assigned for district and campus exemplary and recognized distinction designations: Distinguished and Commendable.
 - Targets for distinguished and commendable performance on Index 4 will be set in fall 2014 when other 2014 accountability targets are set.
 - Distinguished districts and campuses. Districts or campuses that meet the distinguished performance target on Index 4 and campuses whose performance is in the top ten percent of their campus comparison group in performance on Index 4.
 - Commendable districts and campuses. Districts or campuses that meet the commendable performance target on Index 4 and campuses whose performance is in the top twenty percent of their campus comparison group in performance on Index 4.

Alternative Education Campuses Summary of Modifications

Eligibility Criteria: In addition to the ten eligibility criteria under the former state accountability system, alternative education campuses of choice must serve students in Grades 6-12.

Index 1: Student Achievement: No modifications to indicator definitions or index construction.

Index 2: Student Progress: No modifications to indicator definitions or index construction.

Index 3: Closing Performance Gaps: Modifications to indicator definition.

The percent of students at the Phase-in Level II student performance level is modified to give AEC campuses credit for students that achieve the minimum score. Index 3 is credited one point for each percent of students at the Level I minimum score performance standard and above (includes students at Phase-in Level II and Level III Advanced).

Index 4: Postsecondary Readiness: Modifications to indicator definitions and index construction.

Grade 9-12 Graduation and GED Rate

- 1) The graduation rate calculation is modified to give AEC campuses credit for GED recipients as well graduates. See details of the calculation under Index 4.
- 2) Four-year, five-year, and six-year modified graduation and GED rates will be calculated for AECs.

Index Construction

- 1) Graduation and GED Score will contribute 75 percent of the points to Index 4 and STAAR Score (Percent Met final Level II on One or More Tests) will contribute 25 percent of the points. (For regular campuses STAAR Score and Graduation Score contribute equally to Index 4.)
- 2) Recommended High School Program/Advanced High School Program rates will not be averaged into the Graduation and GED Score but instead will add bonus points to arrive at the final Index Score for Index 4.

Rating Criteria, Labels and Targets

Labels: Alternative education campuses and districts will be assigned the same rating labels as regular campuses based on the performance index accountability system.

Targets: Accountability targets for each index will be modified as appropriate for alternative education campuses and districts from the targets for regular campuses and districts.

Label Outcome: Alternative education campuses and districts identified as Residential Facilities will not be assigned rating labels in 2013. Performance index results will be reported but no rating label will be assigned.

Ratings Criteria: Accountability ratings criteria that specify which combinations of performance index targets must be met to receive a Met Standard rating will be modified as appropriate for alternative education campuses and districts.

Distinction Designations: Beginning in 2013, AECs will be eligible for recognition under the Academic Achievement Distinction Designations (AADD) system. Current AADD proposals include indicators for completion of advanced/dual enrollment courses, and SAT and ACT performance and participation. Proposals under consideration for the AADD system, as well as other campus distinction designations for 2014 and beyond, are based on comparison groups of similar campuses. Comparison groups of alternative education campuses will be created.

Accountability Development: Additional indicators under consideration give alternative education campuses and districts credit for credit accrual of high school students and for success of recovered dropouts. Further analyses will be conducted to determine whether districts with alternative education campuses can be credited for the students who are included in the graduation and GED rate results for the alternative campus. Also, additional indicators of postsecondary readiness will be considered for inclusion in the accountability system for both regular and alternative education campuses and districts. For example, as distinction designations indicators for 21st Century Workforce Development Programs are developed, APAC and ATAC will examine whether some CTE measures can be incorporated into the performance index accountability system for 2015 and beyond.

Appendix A: Assessments for Recent Immigrant ELL / LEP Students Included in 2013 State Accountability Calculations

2013				
Year in U.S. Schools	Index 1	Index 2	Index 3	Index 4
First year of enrollment in U.S. schools	Not Included	Not Included	Not Included	NA
Second year of enrollment in U.S. schools				
Third year of enrollment in U.S. schools				
Fourth year of enrollment in U.S. schools	STAAR Phase-in Level II	STAAR Growth Measure		
Fifth year or more of enrollment in U.S. schools	STAAR Phase-in Level II	STAAR Growth Measure		
Immigrants entering in Grade 9 or above	Not Included	Included based on year in U.S. schools as shown above for ELL students	Not Included	
Asylees/Refugees	Not Included	Not Included	Not Included	
First through Fifth year of enrollment in U.S. schools				
Sixth year or more of enrollment in U.S. schools	STAAR Phase-in Level II	STAAR Growth Measure		

Appendix A: Assessments for Recent Immigrant ELL / LEP Students Included in 2014 State Accountability Calculations

2014				
Year in U.S. Schools	Index 1	Index 2	Index 3	Index 4
First year of enrollment in U.S. schools	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>
Second year of enrollment in U.S. schools	English-version: STAAR ELL Progress Measure Spanish-version: STAAR Growth Measure	English-version: STAAR ELL Progress Measure Spanish-version: STAAR Growth Measure	English-version: STAAR ELL Progress Measure and STAAR Level III Spanish-version: STAAR Growth Measure	<i>Not Included</i>
Third year of enrollment in U.S. schools				
Fourth year of enrollment in U.S. schools				
Fifth year or more of enrollment in U.S. schools	STAAR Phase-in Level II	STAAR Growth Measure	STAAR Phase-in Level II and Level III	STAAR Final Level II
Immigrants entering in Grade 9 or above	<i>Not Included</i>	Included based on year in U.S. schools as shown above for ELL students	Included based on year in U.S. schools as shown above for ELL students	<i>Not Included</i>
Asylees/Refugees				
First through Fifth year of enrollment in U.S. schools	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>	<i>Not Included</i>
Sixth year or more of enrollment in U.S. schools	STAAR Phase-in Level II	STAAR Growth Measure	STAAR Phase-in Level II and Level III	<i>Not Included</i>